



WHITTEMORE PARK MIDDLE

1808 Rhue Street
Conway, SC 29527

| | | |
|-----------------------|----------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 529 Students | |
| Principal | Robbie Watkins | 843-488-0669 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

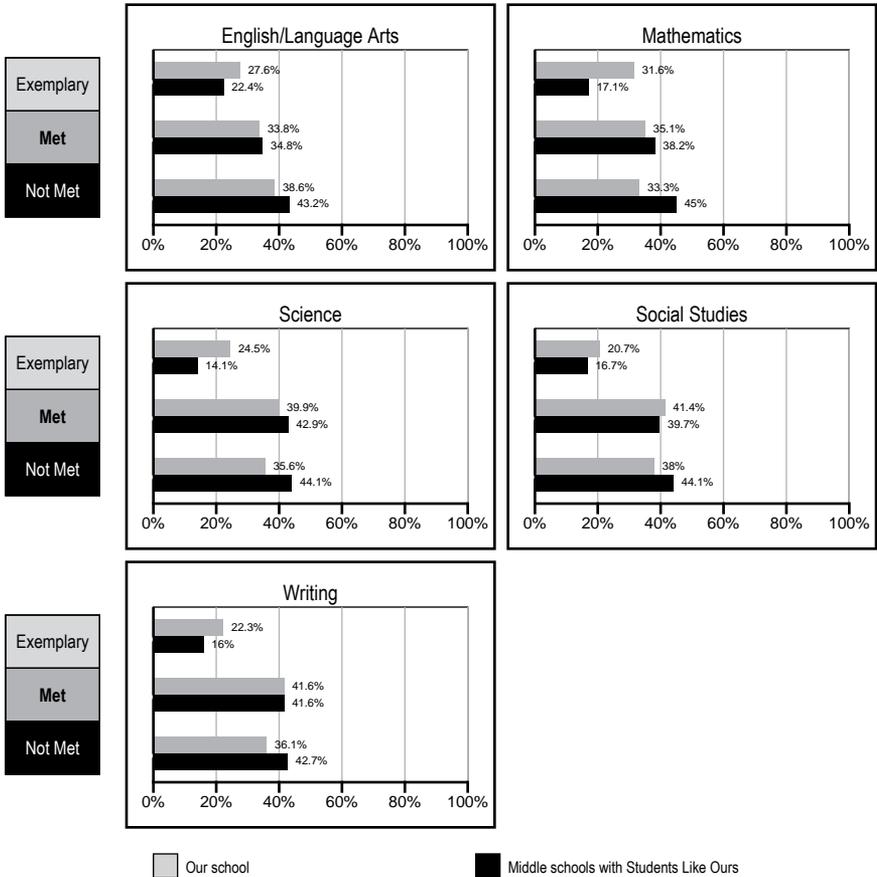
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 23 | 28 | 5 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 98.2% | 92.8% |
| English 1 | 100.0% | 90.1% |
| Physical Science | N/A | 68.7% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 98.3% | 90.9% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=529) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 36.0% | Up from 32.7% | 14.5% | 24.2% |
| Retention rate | 0.4% | Down from 0.9% | 0.9% | 0.7% |
| Attendance rate | 95.2% | Down from 96.1% | 95.4% | 95.9% |
| Eligible for gifted and talented | 17.6% | Down from 18.6% | 10.5% | 16.4% |
| With disabilities other than speech | 22.3% | Up from 19.0% | 13.4% | 12.0% |
| Older than usual for grade | 2.1% | Up from 0.9% | 4.0% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | Down from 1.4% | 0.3% | 0.5% |
| Annual dropout rate | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| Teachers (n=45) | | | | |
| Teachers with advanced degrees | 62.2% | No Change | 58.3% | 58.5% |
| Continuing contract teachers | 68.9% | Up from 62.2% | 70.0% | 80.0% |
| Teachers with emergency or provisional certificates | 7.9% | Down from 10.0% | 10.0% | 4.0% |
| Teachers returning from previous year | 81.2% | Up from 80.7% | 80.7% | 84.6% |
| Teacher attendance rate | 94.9% | Up from 94.8% | 95.4% | 95.4% |
| Average teacher salary* | \$46,253 | Down 1.4% | \$45,064 | \$46,561 |
| Professional development days/teacher | 9.6 days | Down from 12.3 days | 11.1 days | 10.2 days |
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 13.5 to 1 | Down from 16.0 to 1 | 19.7 to 1 | 21.1 to 1 |
| Prime instructional time | 87.2% | Down from 87.7% | 89.9% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.8% | Up from 86.3% | 95.6% | 98.1% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$10,871 | Up 2.2% | \$9,161 | \$7,802 |
| Percent of expenditures for instruction** | 62.3% | No Change | 62.1% | 63.8% |
| Percent of expenditures for teacher salaries** | 58.1% | Up from 44.2% | 57.6% | 60.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The faculty and staff of Whittemore Park have had a successful and productive 2009-2010 school year. Our students have performed not only in the classroom but also in the community and in their extracurricular activities. WPM students have shown overwhelming growth on Measures of Academic Progress (MAP), and we fully expect the same performance on PASS. Students in our strategic and intensive classes have made tremendous progress over the school year on benchmark tasks. This year ten students were identified as Junior Scholars, ten students were Explore Scholar, and we had one student identified as a John Hopkins Scholar. Our students are afforded many opportunities to participate in extracurricular activities. Our Mock Trial team competed in regional competition, the Math Counts Team placed 7th in regional competition, four students received 1st place honors in the 1st Annual Horry County Technology Fair, and 4 students received honors at Math Fest. Six students were selected for All-County Band, two were selected for Region Band, and one was invited to audition for All-State Band. WPMS also had 15 All County Chorus students this year that participated in a 2 day workshop/clinic followed by a concert. Eight art students received scholarships for the CCU Gifted and Talented Summer Arts Academy. Fifteen members of the Wright Flight club will be rewarded with plane rides based on their performance in the classroom and as part accomplishing academic goals.

Our students have participated in many community service projects. Thanks to the Builder's Club, 100 Point Club, and 4H Club, we have new landscaping around our front entrance in honor of Arbor Day. The Builder's Club also collected shoes for Africa as a part of the Souls for Heart program and will participate in Relay for Life. Our 7th grade Carolina Girls collected cans as a fundraiser to help families in need at Christmas while our 8th grade team sold links to support families at Christmas. The Chorus Department coordinated a benefit for one of our students in order to offset medical expenses, and our football team joined forces to do yard clean-up and small repair for members of our community.

Our teachers have continued with their Professional Learning Communities (PLCs) and have focused on writing common assessments. We were also fortunate to partner with John Antonetti and Jim Garver, national consultant with Colleagues on Call, in order to work on the eight engagement qualities. Teachers have participated in learning walks and have worked on designing lessons to incorporate the engagement qualities into their lesson plans.

We are very fortunate to have the support of a strong PTO and countless volunteers who have supported and assisted in helping our teachers, staff, and students many different projects and tasks. We are very proud of the accomplishments of our school family.

Robbie Watkins, Principal Jim Rabon, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 37 | 160 | 50 |
| Percent satisfied with learning environment | 72.2% | 74.2% | 77.6% |
| Percent satisfied with social and physical environment | 73.0% | 71.2% | 57.1% |
| Percent satisfied with school-home relations | 64.9% | 78.2% | 69.4% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

| | |
|--------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.0% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.0% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.8% | 0.0% | No |
| Student attendance rate | 95.2% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 524 | 100 | 39.3 | 33.7 | 26.9 | 72.9 | 85.4 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 268 | 100 | 45.6 | 31 | 23.4 | 66.7 | 82 | 80.1 | N/A | N/A |
| Female | 256 | 100 | 32.5 | 36.8 | 30.7 | 79.7 | 88.8 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 277 | 100 | 28.7 | 36.6 | 34.6 | 80.3 | 89.5 | 89.6 | Yes | Yes |
| African American | 222 | 100 | 49.5 | 32 | 18.4 | 66 | 73.7 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 90.7 | 92.7 | I/S | I/S |
| Hispanic | 23 | 100 | 61.9 | 19 | 19 | 52.4 | 82.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 81.5 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 122 | 100 | 81.4 | 16.8 | 1.8 | 33.6 | 58.2 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 57.1 | 14.3 | 28.6 | 57.1 | 80.6 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 435 | 100 | 42.6 | 33.6 | 23.8 | 69.4 | 80.5 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 523 | 100 | 36.6 | 34.6 | 28.8 | 73.5 | 84.2 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 267 | 100 | 37.7 | 31.7 | 30.6 | 70.6 | 82.2 | 78.4 | N/A | N/A |
| Female | 256 | 100 | 35.5 | 37.7 | 26.8 | 76.6 | 86.3 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 277 | 100 | 24.4 | 36.6 | 39 | 83.9 | 89.5 | 87.8 | Yes | Yes |
| African American | 221 | 100 | 51 | 32.5 | 16.5 | 61.7 | 69.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 94.1 | 93.5 | I/S | I/S |
| Hispanic | 23 | 100 | 38.1 | 33.3 | 28.6 | 71.4 | 78.3 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 82.7 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 122 | 100 | 77.9 | 17.7 | 4.4 | 34.5 | 53.9 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 35.7 | 28.6 | 35.7 | 71.4 | 78.7 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 434 | 100 | 41.6 | 34.8 | 23.6 | 69.4 | 78.5 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|
| Science | | | | | | | | |
| All Students | 356 | 100 | 36 | 39.6 | 24.4 | 64 | 71.8 | 67.3 |
| Gender | | | | | | | | |
| Male | 178 | 100 | 34.9 | 36.6 | 28.5 | 65.1 | 71.7 | 66.9 |
| Female | 178 | 100 | 37.2 | 42.9 | 19.9 | 62.8 | 71.9 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 183 | 100 | 28.3 | 38 | 33.7 | 71.7 | 80.4 | 79.6 |
| African American | 152 | 100 | 43.4 | 42 | 14.7 | 56.6 | 48.8 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 81.9 | 84.4 |
| Hispanic | 19 | 100 | 47.1 | 35.3 | 17.6 | 52.9 | 61.9 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 80 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 88 | 100 | 76.8 | 17.1 | 6.1 | 23.2 | 37.2 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 11 | 100 | 58.3 | 25 | 16.7 | 41.7 | 59.1 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 308 | 100 | 39.6 | 40.6 | 19.8 | 60.4 | 63 | 55.4 |
| Social Studies | | | | | | | | |
| All Students | 357 | 100 | 38.7 | 40.9 | 20.4 | 61.3 | 75.3 | 70.9 |
| Gender | | | | | | | | |
| Male | 182 | 100 | 43.9 | 35.1 | 21.1 | 56.1 | 74.2 | 70.1 |
| Female | 175 | 100 | 33.1 | 47.1 | 19.7 | 66.9 | 76.5 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 183 | 100 | 32.3 | 37.7 | 29.9 | 67.7 | 80.5 | 79.2 |
| African American | 159 | 100 | 46.3 | 44.2 | 9.5 | 53.7 | 59.7 | 58.4 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 89.9 | 86.8 |
| Hispanic | 14 | 100 | 30.8 | 46.2 | 23.1 | 69.2 | 74 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | 66 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 77 | 100 | 76.1 | 21.1 | 2.8 | 23.9 | 43.7 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | 72.8 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 293 | 100 | 43.2 | 39.5 | 17.3 | 56.8 | 68 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|-----------|-------|-------------|---------------------------|-----------------------------|--------------------------|------------------------|--------------------------|
| Writing | | | | | | | | | | |
| All Students | 533 | 97.6 | 35.5 | 42 | 22.5 | 64.5 | 76.8 | 72.1 | 95.2 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 276 | 96.7 | 41.4 | 45.4 | 13.1 | 58.6 | 69.9 | 65.2 | 95.2 | 95.7 |
| Female | 256 | 98.8 | 28.9 | 38.2 | 32.9 | 71.1 | 83.9 | 79.2 | 95.1 | 95.8 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 279 | 98.6 | 27.1 | 43.9 | 29 | 72.9 | 83.2 | 80.8 | 94.2 | 95.5 |
| African American | 227 | 96.9 | 44.8 | 39.8 | 15.4 | 55.2 | 59.2 | 59.7 | 96.2 | 96.2 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 85.2 | 87 | N/A | 96.9 |
| Hispanic | 24 | 95.8 | 47.6 | 38.1 | 14.3 | 52.4 | 69.7 | 64.6 | 96.6 | 96.4 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 70.6 | 73.4 | N/A | 94.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 122 | 93.4 | 80.6 | 16.7 | 2.8 | 19.4 | 34.3 | 27.7 | 95.2 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 91.7 | 57.1 | 28.6 | 14.3 | 42.9 | 67.2 | 63.7 | 97.3 | 96.7 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 439 | 97.7 | 40.4 | 40.2 | 19.4 | 59.6 | 68.9 | 61.9 | 94.9 | 95.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 194 | 99.5 | 34.1 | 40.3 | 25.6 | 65.9 |
| | 7 | 166 | 100 | 34 | 30.7 | 35.3 | 66 |
| | 8 | 191 | 99 | 32.4 | 38.7 | 28.9 | 67.6 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 167 | 100 | 33.5 | 38.1 | 28.4 | 66.5 |
| | 7 | 190 | 100 | 39 | 35.5 | 25.6 | 61 |
| | 8 | 167 | 100 | 45.5 | 27.6 | 26.9 | 54.5 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 194 | 100 | 26.6 | 41.8 | 31.6 | 73.4 |
| | 7 | 166 | 100 | 29.3 | 41.3 | 29.3 | 70.7 |
| | 8 | 191 | 99 | 34.1 | 42.2 | 23.7 | 65.9 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 167 | 100 | 29 | 36.1 | 34.8 | 71 |
| | 7 | 189 | 100 | 39 | 36.6 | 24.4 | 61 |
| | 8 | 167 | 100 | 41.7 | 30.8 | 27.6 | 58.3 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 97 | 100 | 43.7 | 52.9 | 3.4 | 56.3 |
| | 7 | 166 | 100 | 28.7 | 43.3 | 28 | 71.3 |
| | 8 | 94 | 100 | 33.7 | 43.8 | 22.5 | 66.3 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 82 | 100 | 46.8 | 45.5 | 7.8 | 53.2 |
| | 7 | 189 | 100 | 27.9 | 41.3 | 30.8 | 72.1 |
| | 8 | 85 | 100 | 43 | 30.4 | 26.6 | 57 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 97 | 99 | 20.2 | 62.9 | 16.9 | 79.8 |
| | 7 | 166 | 99.4 | 47.7 | 30.2 | 22.1 | 52.3 |
| | 8 | 95 | 97.9 | 36.1 | 41 | 22.9 | 63.9 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 85 | 100 | 17.9 | 64.1 | 17.9 | 82.1 |
| | 7 | 189 | 100 | 47.7 | 37.8 | 14.5 | 52.3 |
| | 8 | 83 | 100 | 39.7 | 24.4 | 35.9 | 60.3 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 188 | 96.8 | 38.7 | 42.8 | 18.5 | 61.3 |
| | 7 | 164 | 97.6 | 36.2 | 35.6 | 28.2 | 63.8 |
| | 8 | 194 | 97.4 | 25.4 | 48 | 26.6 | 74.6 |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 171 | 97.7 | 35.5 | 42.6 | 21.9 | 64.5 |
| | 7 | 192 | 97.9 | 35.7 | 43.3 | 21.1 | 64.3 |
| | 8 | 170 | 97.1 | 35.3 | 39.9 | 24.8 | 64.7 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample